



CALDERHEAD HIGH SCHOOL

HANDBOOK

2023-24



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Headteacher's Welcome

As Headteacher of Calderhead High School, I am delighted to welcome you and your child to our school community.

Our new, state-of-the-art school opened to pupils on August 20 2012. The facilities are first rate and include a fitness suite, drama studio, assembly hall, social dining area and recording studio alongside our excellent general purpose and specialist classroom areas. In addition, specialist outdoor 3G playing fields are available to pupils during the school day and to the community after school hours.



The school serves the community of Shotts and the surrounding areas of Harthill, Eastfield, Hartwood and Allanton. There are 5 local primary schools which form part of the Calderhead Cluster: Alexander Peden Primary, Allanton Primary, Dykehead Primary, Kirk O'Shotts and Stane Primary. Strong links are established with all of our cluster schools and we work hard to ensure that pupil transition is as smooth as possible for pupils and parents.

I look forward to working in partnership with you over the coming years to provide the best possible educational experience for your child. School has a major role to play in a young person's development, but it can't work in isolation. We need to work with parents/carers and the pupils themselves to ensure that we can deliver for our young people everything that is expected of them in becoming Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors: phrases which are well-recognised as the cornerstones for a Curriculum for Excellence, but which embody all the life skills that we would wish for our young people.

Whether you and your family have had connections with Calderhead High in the past or whether you are sending your child to secondary school for the first time, I hope you will find the information in this handbook helpful.

A warm welcome to all who are new to our school and I look forward to meeting you and working with you.

John Robertson
Headteacher

School Captains Welcome

Hello, we were the school captains for 2021/22, Kayla Gardner and Kenzie Steel.

Kayla *"I have always been a confident person that can talk to anyone about anything, I could talk to an orange about an apple yet the day before I started Calderhead, I felt so unbelievably anxious. It's a huge leap from being the oldest in primary school, holding so many responsibilities to being the youngest in a school that's triple the size, although you still have to hang on to those responsibilities –*

SPOILER ALERT - you'll get even more responsibilities... On your first day, it will feel like you're rewinding right back to the start, you might not know the teachers names (try not to call them mum/dad etc!), you might not know where to go (don't ask S4 boys, ask anyone else though and you're guaranteed to be on the right corridor!). There are going to be so many things that you won't know but remember that you're not alone, every fear and thought running through your head will be running through someone else's as well, don't be afraid to ask for help and you'll settle in faster than you ever imagined because everyone has been in your position.

Everyone's experience at Calderhead is different, but there's one thing we all have in common – we are all treated equally. We all are given the exact same opportunities whether it be academically or in extracurricular, there are so many things across a variety of subjects for you to get involved in. We have a pupil council, buddies, fitness suite and so much more! As well as our amazing range of clubs, there will be many events for you to get involved in, our team of Captains, Prefects and Seniors are amazing at organising talent shows, so I hope you're not shy in showing whatcha got!

One way that our High School experience differs is that I had the experience of visiting the school before I started, I got to meet people from different primary schools and interact with teachers. Although you did not get this advantage, we are lucky to have a small school compared to other high schools so do not be afraid on your first day as we have an extremely welcoming atmosphere and you are sure to fit in right away, you will meet some of your closest friends at high school, think of all the possibilities to come! Six years seems like a very long time but rest assured, it flies in! Enjoy every moment and grab every opportunity you come across, I hope that you succeed in your ambitions and I wish you the very best for your future at Calderhead."

Kenzie *"I clearly remember the anxiety of the transition from primary school to secondary school. I was so worried about so many aspects of secondary school that now barley cross my mind. Getting lost on the way to classes was one of my biggest concerns but now walking to any class is completely second nature.*

I have had the opportunity to take part in many lunch-time clubs, with a multitude of others available. Some of these clubs include the LGBTQIA+ club and fitness suite on the first floor, as well the knitting club and buddies held on the second with so many more all over the school. Across the school there are opportunities to make friends, develop and educate yourself in a variety of ways. Reflecting back on my own time as a brand new S1 I can almost guarantee I felt the same way many of the transitioning P7's do now. So worried about the brand-new environment, teachers, and pupils.



To suddenly jump from the oldest most mature in your own primary school to the youngest most inexperienced in a much larger building was very nerve wracking. While all these worries are understandable and valid, I can guarantee they will be promptly put to rest. From experience I can say the incredible support of the staff and pupils at Calderhead will help tremendously in the transition. All problems have a solution, don't be afraid to go to someone for help, whether it be that you need help finding a class or something more serious. Go to our senior pupils, if they can't help you, I can say with certainty they can find someone who can. Don't be afraid of the change secondary school brings, embrace it, and welcome the variety of opportunities and possibilities it brings to improve. I have had a wonderful time while at Calderhead and can say with confidence you will as well."



The North Lanarkshire Pledge is:

- Improving teaching and learning.
- Raising achievement and realising potential.
- Encouraging lifelong learning.
- Working with communities for a better future.
- Listening and learning together.
- Celebrating success.
- Respecting the dignity and value of all.
- Giving pupils and staff a safe, happy and attractive place to work.



Aims of the School

The Core Professional Purpose of Calderhead High School is to provide a challenging and stimulating learning environment that empowers young people to reach their educational and personal potential while nurturing their self-confidence and self-esteem. We aim to provide, in partnership with parents/carers and community agencies, a quality education provision which will allow our young people to develop as life-long learners.

In full consultation with parents, pupils and staff we have agreed that the Core Professional Principles which underpin our school community are as follows:

- We believe success comes from hard work.
- We believe pupils should be proud of their work and of their achievements and this should be recognised and praised.
- We believe that we need to listen to each other and respect others' opinions.
- We believe at Calderhead High School we provide opportunities for our pupils to develop social skills and new interests which will help prepare them for the wider world after school.
- We believe that the classroom environment should be somewhere that promotes good learning and teaching, where every pupil knows what success looks like and can achieve their full potential.
- We believe all pupils and staff are equal and should be treated with respect and fairness at all times.



First Minister with Nathan and Heather, Auschwitz

Calderhead High School is a non-denominational, comprehensive co-educational school with an agreed capacity of 754 pupils, covering stages S1 to S6.

Contact Details are as follows:

Calderhead High School

Dyfrig Street

SHOTTS

ML7 4DH

Telephone: 01501 826701

Email: enquiries-at-calderhead@northlan.org.uk

Web: <https://blogs.glowscotland.org.uk/nl/calderhead/>

Equal Opportunities and Social Inclusion

Calderhead High School is committed to ensuring equal opportunities for all members of the school community and actively takes forward the social inclusion agenda. No pupil should be disadvantaged by their sex, race, religion or disability and the school is committed to assessing all policies and practices to ensure that there are no negative impacts on any group of people.

As a school community, Calderhead puts into practice North Lanarkshire Council's Leisure and Learning Services Equality Policy. All aspects of the curriculum work towards the elimination of discrimination and promote equality and inclusion.

The Equality and Human rights commission's Technical guidance for Schools in Scotland is the essential guide for the school community to promote equality. This can be accessed at

<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>



Accommodation

Our new, purpose-built school is part of North Lanarkshire Council's Schools and Centres 21 estate and has been designed to ensure that facilities are fit for purpose for education in the 21st century.



Classrooms are bright, airy and well equipped with SmartBoard technology and the desks and chairs can be arranged to suit the many styles of active learning now used within the school.

Purpose built accommodation ensures that the curriculum in Science, Technology, ICT, Home Economics, Music, Art and PE can be delivered in an interesting and stimulating environment.



In addition to classrooms, the school has a large social dining area, S6 common room, Educational Resource Centre (library), and Assembly Hall.



The breakdown of accommodation is as follows:

General purpose classrooms	20
Music Rooms	2
Recording Studio	1
Games Hall(sub-dividable into 3 large gyms)	1
Fitness Suite	1
Art Rooms	2
ICT rooms	3
Science Labs	4
Technology rooms	4
Hair/Beauty studio	1
Construction room	1
Home Economics rooms	3
Home/School Partnership room	1

All of this is fully accessible to disabled students, as the school has been designed to comply with the Disability Discrimination Act. A lift is available to move between floors should using the stairways prove difficult for students or staff.



Outdoor facilities include the new 3G all-weather pitch as part of the school campus, which enhances the multi-purpose sports facilities available.

All facilities are available for Community Lets, which can be booked by contacting:

Community Facilities Section
Municipal Buildings
Kildonan Street
Coatbridge ML5 3BT
Telephone: 01236 812407



School Improvement Plan

Our School Improvement Plan is established to address development needs as we strive to improve the service provided to our young people. This process is overseen by a School Improvement Planning Group which comprises of a representative group of staff.

Currently this is:

- Headteacher
- Depute Heads
- 3 Principal Teachers
- 2 classroom Teachers
- 2 non-teaching staff members

The plan is shared with all staff and the parent council before being passed to the local authority for approval.

This year's improvement priorities are:

Cluster Priority:	Improve outcomes for children via implementation of the GIRFEC Pathway for Planning and Support refresh and the establishment of Integrated Cluster Wellbeing Teams and Bases.
School Priority 1:	Covid -19 Recovery Plan for Health and Wellbeing
School Priority 2:	Establish a digital pedagogy across all stages of the curriculum, which engages learners and delivers a high quality learning experience for all children and young people.
School Priority 3:	To ensure continued equity of access and opportunity for maximising learning in the broad general education.

Full details of the School's Improvement Plan and Report, including the main achievements of the school over the last 12 months can be found on the school's website:

<https://blogs.glowscotland.org.uk/nl/calderhead/>

The website also contains details of the school's policy and strategy in relation to literacy, numeracy and health and wellbeing.

A copy of the school's HMIE Report of January 2014 can also be obtained on the website. Further details can also be obtained on the Education Scotland website:

<https://education.gov.scot/inspection-reports/north-lanarkshire/8517231>

In addition to the appendices at the end of this handbook, information regarding school performance can be found at <https://www2.gov.scot/topics/statistics/ScotXed>

School Capacity

The school has been built to accommodate a maximum of 754 pupils. Our current school roll is 539 pupils comprising:

S1	92
S2	110
S3	110
S4	101
S5	91
S6	35

Our projected intake for the next year is:

2023 103

Contacting the school

You are free to visit or telephone the school at any time. When visiting the school please report to the Main Office in the first instance. Alternatively, you may telephone the Main Office on 01501 826701. In either case, clerical staff will assist and advise you as to which member of staff you ought to see. In most cases an appointment will be arranged with the appropriate teacher.

However, **in an emergency**, you may contact the Headteacher, Mr John Robertson, or any of the Depute Heads, at any time.

If you wish to discuss or receive information about your child's academic progress, courses or timetable you should request an appointment with a Depute Headteacher. If you wish to discuss matters relating to your child's attendance, behaviour or health you should request an appointment with your child's Pupil Support teacher.

In the course of the session, Parents' Meetings are arranged at regular intervals. About 10 days before a Parents' Meeting, pupils are issued with a letter for you which gives details of the date and time of the meeting. You will be given the opportunity to note the teachers you wish to see and individual appointments are consequently arranged. The purpose of these meetings is to give you the opportunity to discuss your child's academic progress and attitude to work. You are strongly recommended to take advantage of these Parents' Meetings, which are normally very profitable for both parents and teacher.

Senior Management Team

The Senior Management Team within Calderhead comprises the Headteacher and 2 Depute Headteachers. As a team, they have a wide range of responsibilities which include the implementation of national and authority policies, as well as each having link responsibility for departments throughout the school. Specific areas of responsibility are as follows:

Headteacher: John Robertson

- Overall leadership and management of the school
- Overall curriculum management and development
- School Improvement Planning and Quality Assurance
- Staffing – remits, appointments and references
- DSM (School Budget)
- Adviser to the Parent Council and wider Parent Forum
- School Handbook
- School Chaplaincy Team
- Pupil Council
- Overall responsibility for school behaviour management
- School newsletters
- SMT link for school office
- SMT link for 3 departments – Maths, Humanities, Expressive Arts

Depute Headteacher: Ms Monica Darragh

- Deputising for the Headteacher in his absence
- Pupil Support Coordinator – pastoral and support for learning, HSPO
- Child Protection
- Adult Protection
- LAC
- Links for Multi-agency planning
- Cover/Absence Management
- School Regent for Probationers and Students
- Awards Ceremony
- S3 Profiling
- CAT Testing
- Primary/Secondary Liaison
- SMT Link for ASNAs/Classroom Assistants
- SMT Link for Health and Wellbeing, English
- All matters relating to S1-S3, including attendance, behaviour, assessment, reporting and curriculum development

Depute Headteacher: Mr Gordon Graham

Deputising for the Headteacher in his absence

School Timetable including consortium and FE links

SQA Coordinator

Staff Development Co-ordinator and CPD management

Health and Safety

Vocational Education link – including overview of Work Experience

ICT Co-ordinator including ICT Inventory

Furniture Inventory

EMAs

School Prefects and Captains

SMT link for librarian, technicians and janitors

SMT link for 3 departments – Modern Languages, Science, Technologies

All matters relating to S4-S6, including attendance, behaviour, assessment, reporting and curriculum development

Depute Headteacher: PEF (Acting)

Close the poverty related attainment gap

All matters relating to S3, including attendance, behaviour, assessment, reporting and curriculum development

Senior Pupil Leadership Academy, initiating, developing and leading in order to develop and recognise pupil leadership skills

Coordinate support for pupils at risk of underachieving in S1 to S4

Improving the pupil learning experience throughout the school.

S3 Profiling

SMT Link for Technologies.



STAFF LIST FOR 2023 - 2024 SESSION

SENIOR LEADERSHIP TEAM	Headteacher Depute Headteacher Depute Headteacher	Mr John Robertson Mr Gordon Graham (S4-S6) Ms Monica Darragh (S1-S3)
ENGLISH	Mrs Kirsty Wilson (PT Curr) Mrs Kirsty Moore [M/T/W] (0.6 JS) Ms Lauren Faulds	Mr G Graham (DHT) Mrs Rachel Galloway Ms April Stillie
EXPRESSIVE ARTS (<i>Music & Art</i>)	Mrs Laura Abbas Sabri (0.4 PT) Miss Evelyn Abernethy (0.8 FTE) Miss Rebecca Wilson PT Future Fridays	Mrs Pamela Cupples 0.6 PT Mrs Grazyna Prucnal
HEALTH & WELLBEING (<i>PE & Home Economics</i>)	Miss Nicola Wilson (PT Curr) Miss Nicola Paterson Mrs Carole Cowan	Mr Graeme Russell (ADHT) Miss Demi Mooty Mr Andrew Kennedy
HUMANITIES	Mr Steven Purdie (PT Curr) Mr Stephen Leitch (PTPS) Mrs Angela Buchanan (PTPS)	Mrs Ros Ward (PTPS [M/T/W] (0.5) Mr Gerard Reilly Ms Emily Franklin
MATHEMATICS	Miss Maxine Paterson (PT Curr) Mr Kenny Krievs	Mrs Julie Johnston (PT PEF) Mrs Nicola Spalding
MODERN LANGUAGES	Miss Elizabeth Thompson (PT Curr)	Ms Rachel Duddy
SCIENCE	Ms Fiona Crosbie (PT Curr) Mr Alan Jack Mrs Louise Carson (0.6 FTE)	Ms M Darragh (DHT) Mrs Gillian Horn (PTPS)
SUPPORT FOR LEARNING	Mr Stephen O'Donnell (PT Curr) Mrs Debbie McGorry	Mrs Audrey Crawford
TECHNOLOGIES (<i>Technical, Business Education & Computing</i>)	Mr Stuart Higgins (PT Curr) Mrs Stephanie Martin Mrs Katie Phee (PTPS)	Mr Colin Clarke (APTD) Mrs Aileen McGowan Ms Jemma Charge (PT FF)

OFFICE	Miss Catherine Shannon Mrs Agnes O'Hare Mrs Linda McLuckie Mrs Sheila McLelland Mrs Sheona McLean	Admin & Finance Asst (FT) Office Manager (FT) Clerical Assistant (FT M/T) Clerical Assistant (FT W/Th/F) Clerical Assistant (TT)
TECHNICIANS	Mr Ian Arbuckle Mr Robert Campbell Mr Mark Gallacher	Senior Technician (FT) ICT Technician (FT) Technical Technician (0.5 FTE)
FACILITY OFFICERS	Mr Andy Mackie Mr Barry Roe	AFO (FT) FO (FT)
EDUCATIONAL RESOURCE CENTRE	Vacancy	
ADDITIONAL SUPPORT NEEDS ASSISTANTS	Mrs Linda Somers (TT) Ms Janet Black (TT) Mrs Catherine Ann Strang (TT)	Mrs Joanna Majewska (TT) Mrs Marie Keeper (TT)
HOME SCHOOL PARTNERSHIP OFFICER	Mrs Elaine Byrne (0.5FTE)	
ATTAINMENT	Mrs Vhari Ainsworth	
SCHOOL SPORTS CO-ORDINATOR	Nicola Jorgenson	
CAREERS OFFICER	Ms Sylvia Phee	

<i>KEY:</i>	DHT	Depute Headteacher
	PT	Principal Teacher
	PTPS	Principal Teacher of Pupil Support
	JS	Job Share
	Prob	Probationer
	FTE	Full-time Equivalent
	FT	Full-time
	FW	Flexible Working
	FR	Flexible Retirement
	TT	Term-time
	CS	Core Supply
	AFO	Area Facilities Officer
	FO	Facilities Officer

The School Day

To support the delivery of a 33 period week curriculum, the structure of the school week is as follows:

Monday, Tuesday, Wednesday, Thursday

Period	Start	Finish
House Time	8.55	9.02
1	9.02	9.51
2	9.51	10.40
Interval	10.40	10.55
3	10.55	11.44
4	11.44	12.33
Lunch	12.33	1.18
5	1.18	2.07
6	2.07	2.56
7	2.56	3.45

Friday

Period	Start	Finish
House Time	8.55	8.59
1	8.59	9.48
2	9.48	10.37
Interval	10.37	10.52
3	10.52	11.41
4	11.41	12.30

This structure -

- Supports wider achievement and out of school hours learning opportunities within context of Raising Achievement for All - e.g. lunchtime clubs, after school activities, NLC Music Group activities
- Facilitates partnership activity and enhancement of CfE Senior Phase delivery by working in conjunction with other schools, New College Lanarkshire and community partnership links



Fundraising for Thuchila

School Calendar for Session 2023-2024

First Term	Teachers return for duty	Monday	14 August 2023
	Inservice Day	Tuesday	15 August 2023
	Pupils return	Wednesday	16 August 2023
	Holiday	Friday	22 September 2023
	Holiday	Monday	22 September 2023
Mid Term	Close	Friday	13 October 2023
	Re-open	Monday	23 October 2023
	In-service Day	Monday	13 November 2023
	Close (2:30pm)	Friday	22 December 2023
Second Term	Re-open	Monday	8 January 2024
	Close	Friday	9 February 2024
	In-service	Wednesday	14 February 2024
	Re-open to pupils	Thursday	15 February 2024
	Close (2:30pm)	Thursday	28 March 2024
Third Term	Re-open	Monday	15 April 2024
	In-service Day	Thursday	2 May 2024
	May Day Holiday	Monday	6 May 2024
	May Weekend Holiday	Friday	24 May 2024
		Monday	27 May 2024
	Close (1pm)	Wednesday	26 June 2024



Pupils Transferring to Calderhead High School

Liaison with Primary Schools

Calderhead High School operates a close liaison system with all of our associated primaries. Transition arrangements begin in Primary 6, with planning for those children with Additional Support Needs. At the beginning of Primary 7, pupils are visited by staff from Calderhead and begin to attend a series of workshops/activities within Calderhead, providing pupils from the catchment area with an opportunity to meet each other for the first time.

Parents of P7 pupils are invited attend an informative Open Evening in Calderhead in November each year. Parents and pupils are given a guided tour of the school and can see first-hand the range of activities on offer in subjects.

During the third term, all pupils transferring to Calderhead High School will have a 1:1 interview with a member of staff from either the Pupil Support Team or the DHT.

Staff from Calderhead meet regularly with primary colleagues throughout the session and over that time, an understanding of your child and his/her needs is developed. At any time in the transition process, parents of primary school children are welcome to contact either the Headteacher, Mr Robertson, or the DHT lower school, Ms Darragh, to discuss any matters relating to his/her child.

Associated Primary Schools

Alexander Peden Primary School	West Main Street Harthill ML7 5TU	01501 752185	Mrs S Campbell
Allanton Primary School	Dura Road Allanton ML7 5AB	01501 826703	Miss McFaite
Dykehead Primary School	Easter Road Shotts ML7 4BA	01501 826707	Mrs T McCulloch
Kirk O'Shotts Primary School	School Road, Salsburgh ML7 4NS	01698 274910	Mrs P Kerr
Stane Primary School	Torbothie Road Shotts ML7	01501 826705	Ms L Simpson

PLACING REQUESTS

You have the right to make a placing request for your child to be educated in a school other than the local school. In December each year, the authority will advertise its arrangements for placing requests. There are sound educational reasons for trying to ensure that the transfer or admission of children to a school takes place at the start of a school session. Other than those who are moving home to a new area, parents are advised to time any placing requests so that they will take effect from the beginning of the new school session. Every effort will be made to try and meet the parental

wishes but you should note that it is not always possible to grant every placing request to a particular school. Once a pupil has reached the school leaving age **the pupil, not the pupil's parents** may choose which school to go to.

Placing requests to Primary School does not necessarily ensure that your child will have a direct entry to the associated secondary. Advice on this must be sought from the Primary School Headteacher. Further information on placing requests and procedures is available from the school or the council's website.

Parents and Young People have a right under the Additional Support for Learning Act 2009 to make a placing request for their child or young person to attend a nursery (including partnership nursery), special school or special class managed by the home authority. In the event of a successful placing request the authority are not required to provide transport. The Act also enables parents and young people to make a placing request to attend a school/establishment belonging to another authority.



Pupil Support

In Primary School, pupils remain with their teacher for an entire year, giving teachers the opportunity to get to know your child well. In secondary school, pupils move around each day and therefore the relationships developed with class teachers will differ from that at primary.

Each child in secondary school is assigned a Pupil Support teacher, who will have the responsibility of getting to know your child well. This Pupil Support teacher, in almost all cases, will remain your child's pupil support teacher for the duration of their career at Calderhead High.

Calderhead is a caring community - the role of the Pupil Support staff is to ensure that each child is treated as an individual and **to be the first point of contact for both the pupil and the home**. If your child has brothers or sisters at the school or who will subsequently come to the school, we will try **where possible** to assign him/her to the same member of the Pupil Support team to provide continuity for families

The Pupil Support Team can be contacted throughout the course of the day in the Pupil Support Base. They can be contacted at intervals and lunchtimes or pupils can make an appointment to see them. They get to know each pupil in their charge and their help and advice is always available to pupils and to parents.

Our Pupil Support Team is:

Mrs Angela Buchanan	Burns House
Mrs Gillian Horn	Fleming House
Mr Graeme Russell	Lochhead House
Mrs Ros Ward	Wallace House
Mr Leitch	Burns House
Mrs Elaine Byrne	Home School Partnership Officer

Peer Support

In addition to the Pupil Support provided by a named member of staff, pupils in S1 are offered the support of a senior pupil as a 'buddy'. Pupils meet regularly to chat about life in secondary school, and advice and assistance is given in planning, target setting and involvement in the life of the school.

Personalisation and Choice in the Curriculum

The Pupil Support team offers much help to both parents and pupils with regard to course option choices.

Towards the end of the second term of S2, arrangements are made so that parents can be informed about aspects of personalisation and choice within the broad General Education (BGE) phase of a Curriculum for Excellence. This information will be provided in booklet form to both parents and

pupils and is intended as a helpful guide. Further input will be given by SMT and Pupil Support staff at specially arranged information evenings and in individual pupil meetings.

Similarly, at the end of S4 and S5, Pupil Support staff meet with pupils to discuss option choices for the range of subjects they hope to study in the following session. Parents will be invited to attend an information evening about the curriculum in the Senior Phase of a Curriculum for Excellence, and provisional choices are indicated in March each year. These choices are finalised in August following the publication of National Qualifications results. Alterations are sometimes required in the programme of study at this stage and Pupil Support staff liaise with pupils and parents about this.



St Andrew's Hospice, Tinto Hill Sponsored Walk





PSYV Shotts Food Donation to Paul's Parcels

Curriculum for Excellence

What is Curriculum for Excellence?

Curriculum for Excellence aims to achieve a transformation in education in Scotland by providing an improved, more flexible and enriched curriculum for all children and young people from 3 – 18. The curriculum includes all of the experiences which are planned for children and young people through their education, wherever they are being educated. All schools and nurseries in North Lanarkshire are working hard to raise standards so that children and young people will develop all of the skills necessary to continue to be successful when leaving school and entering the world of higher education, training or work.

Curriculum for Excellence is underpinned by the values inscribed on the mace of the Scottish Parliament – wisdom, justice, compassion and integrity. The purpose of Curriculum for Excellence is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

What are the curriculum areas in Curriculum for Excellence?

There are eight curriculum areas:-

- Expressive Arts
- Religious and Moral Education
- Health and Well Being
- Sciences
- Languages (literacy)
- Social Studies
- Mathematics (numeracy)
- Technologies

Importantly literacy and numeracy are given added importance because these skills are so vital in everyday life. All teachers will have responsibility to teach literacy and numeracy.

Learning is divided into two phases – the Broad General Education (BGE) and The Senior Phase.

The BGE is from nursery to the end of Secondary School Year 3. Learning is divided into levels. The levels are as follows:-

LEVEL

Early
First
Second

STAGE

the pre-school years and P1 or later for some
to the end of P.4 but earlier or later for some
to the end of P7, but earlier or later for some

Third and fourth
Senior Phase

S1-S3, but earlier for some
S4-S6 and college or other means of study

As part of developing skills for learning, life and work, young people will be offered careers information advice and guidance to ensure they leave school and enter a positive post-school destination of higher education, further education, pre-employment training, employment (including modern apprenticeships), activity agreement or volunteering.



How will my child's learning be assessed?

There will be new ways of assessing each child's progress to make sure that potential is achieved. New qualifications are being developed:-

- National 4 and 5 qualifications were introduced in 2013/2014
- Access, Highers and Advanced Highers are being updated to reflect Curriculum for Excellence
- New Highers in most subjects were introduced in almost all North Lanarkshire schools in August 2014

In classrooms staff will be using improved ways of assessing children's learning taking account of national and local advice and guidance. Your child's progress will be reported to you so that you know how well your child is doing.

Each year your school will let you know what is being done to continue to implement Curriculum for Excellence so that you can be confident that your child is receiving a high quality education.

Wider methods of assessing achievement include foundation apprenticeships, Sports Leaders Award, Duke of Edinburgh Award, Saltire Award.

Raising Achievement for All

Raising Achievement for All forms the overarching strategy for North Lanarkshire Council. Subtitled 'Experiences to Last a Lifetime', this strategy aims to harness the combined forces of Learning and Leisure Services to provide a rich set of learning opportunities and experiences for young people and adults which begin in the classroom, nursery or learning centre and extend out into the community and the wider world beyond. In seeking to offer 'Experiences to Last a Lifetime', we will also look to draw upon 'a lifetime of experiences' already there in the communities which make up North Lanarkshire.

Orienteering

S1 Boys 3rd @ Scottish Schools 2022



Jack, who plays Willie Angus in the film

Orienteering

S2 Girls 3rd at Scottish Schools



The school curriculum



The Junior Phase (S1 - S3)

Pupils in S1-S3 are following the new Curriculum for Excellence outlined in the previous section. In addition to the broad curricular areas of study, pupils have the opportunity to undertake interdisciplinary learning. This gives our young people the opportunity to work with staff from a range of subjects on projects and themes. It provides our pupils with learning experiences which are challenging, enjoyable and relevant to their everyday lives. Furthermore it enables our young people to see how the knowledge and skills they are developing can be transferred to different subject areas across the school.

Personalisation and choice is an important aspect of the new curriculum. In order to support this we offer pupils moving from S2 to S3 the opportunity to customise their curriculum in preparation for increasing specialisation in the Senior Phase.

Throughout S1, S2 and S3 the performance and progress of pupils is assessed according to school and national policy on assessment.

The Senior Phase (S4 - S6)

At the end of S3 pupil will move into the Senior Phase. In S4 will be presented for National Qualifications and will have the opportunity to study a maximum of 7 subjects.

Every student in Fourth Year is offered the opportunity of Work Experience. This normally takes place in September for a period of one week. The purpose of the placement is to introduce students to the world of work. Work Experience placements are carefully monitored and the Work Experience Placement is integrated as part of the student's Personal and Social Education Course. Responses from employers indicate that our students work exceptionally well in their placements, and responses from our young people indicate that they find the experience of real benefit to them.

The school offers a wide variety of courses for students in fifth and sixth years. In S5 and S6 students have the opportunity to study up to 5 subjects. All of these courses are certificated by the Scottish Qualifications Authority (SQA). Wide ranging vocational and wider achievement courses are available within the school and some others are available via link courses involving part-time attendance at a College.

If an S5/S6 student wishes to study a course that is not offered within our curriculum then it may be arranged for them to be transported to the nearest school which provides the particular course.

PSHE

The Pupil Support Team in the school is responsible for the programme of Personal, Social and Health Education (PSHE).

In S1 this is mainly concerned with the integration of new pupils into the school. The S2 course largely focuses on careers education and helps pupils to make an informed choice of subjects, based on abilities and ambitions, before entering S3. All S2 pupils will be interviewed by their Pupil Support teacher before a final decision regarding a course is made, and parents have the opportunity to attend a meeting related to this vital stage of their child's school career. It frequently happens that either the parent, the pupil or the member of staff requests a further interview before the course is finally approved.

In S3 the programme of PSHE covers a wide range of social and personal issues which affect present day teenagers, while the S4 programme examines a number of aspects of careers education, with a focus on Work Experience and Employability Skills. At the point of transfer from S4 to S5 all pupils will be

interviewed by their Pupil Support teacher or a senior manager.

PSHE periods at S5/6 level include Careers Education, community involvement, and a "life skills" programme which helps to bridge the gap between school and community.



Malawi 2018, supporting our partner school Thuchila

Skills Development Scotland – My World of Work

In supporting pupils' career choices, the school works closely with Skills Development Scotland and uses the web portal "My World of Work". This is a web service for people to plan, build and direct their career throughout their lives. Customers can see jobs in action; build their CVs; search for vacancies and explore training opportunities in a way that is personal to them. There are video clips of people explaining their job roles and a news magazine cover with some great up-to-the-minute

tips on how to get a job or train for one. Delivered by Skills Development Scotland, it provides information on the jobs market as well as offering help with things like tackling tough interview questions.

My World of Work complements SDS/s current face to face and telephone services, as well as those provided by partners, so customers have access to a range of channels depending on the level of support they need.

To explore My World of Work and the range of tools on offer, visit www.myworldofwork.co.uk

Religious education

Religious Studies is taught throughout First to Fourth Years. At present all S1 and S2 pupils receive one period per week during which they investigate important aspects of six of the world's great religions - Judaism, Christianity, Islam, Hinduism, Sikhism and Buddhism.

Although parents have the right to request the withdrawal of their children from Religious Studies, it is hoped that this will be unnecessary, as Religious Education is informative and no attempt is made to influence children in matters of belief. Also, the course seeks to provide pupils with an understanding of Scotland's Christian heritage and an appreciation of other beliefs and customs within Scottish society.

In line with the recommendations contained in the Report of the Working Group on Religious Education and Religious Observance published in 1981, strong links have been forged between the school and a number of the churches in this community. A team of Chaplains participate in a range of school activities including School Assemblies, and Christmas and Easter Services. Regular chaplaincy meetings are held to plan and co-ordinate the activities.

Parents/Guardians from ethnic minority religious communities may request that their children be permitted to be absent from school in order to celebrate recognised religious events. Only written requests detailing the proposed arrangements will be considered. Appropriate requests will be granted on not more than three occasions in any one school session and the pupil noted as an authorised absentee in the register.

Additional Support Needs

Calderhead High School complies with the Education (Additional Support for Learning) (Scotland) Act 2004 as amended by the Education (Additional Support for Learning) (Scotland) Act 2009.

North Lanarkshire Council's policy is contained within "Support for Learning Policy into Practice 2", a copy of which is available in the School. The school has a Support for Learning Policy, available from the school on request, which is consistent with North Lanarkshire Council guidelines.

The school works in conjunction with specialist staff from agencies, for e.g. Psychological Services, to assist in the identification, assessment, planning, provision and review of additional support needs. This process is a staged intervention approach, which is detailed as follows:

Level 1 – Internal support, where education staff identify that a child or young person needs support or planning which can be met within the existing classroom setting.

Level 2 – Internal support, where education staff identify that a child or young person needs support or planning from within the school

Level 3 – External support where education staff identify that the child or young person requires support or planning from beyond the school but within education.

Level 4 – External support provided on a multiagency basis, where the child or young person's needs are identified as requiring support or planning from other agencies out with education such as health, social work and/or voluntary services and these support needs are likely to last for more than one year.

Support for Learning staff ensure that pupils needs are shared with all staff and that support provided helps remove any barriers to learning and enables each child to progress. Where pupils require support for English as an additional language, further support can be requested from specialist services within North Lanarkshire Council.

Looked After Children i.e. children who are cared for directly or whose care is supervised by the local authority are deemed to have Additional Support Needs unless assessment determines otherwise. Ms Darragh, DHT has overall responsibility for Looked After Children.

Parents and young people can request an assessment at any time to establish whether a child or young person has additional needs and/or requires a Co-ordinated Support Plan. Parents and pupils are an essential part of the assessment, planning and review processes and your views will be actively sought. The Principal Teacher of Support for Learning has overall responsibility for assessing Additional Support for Learning needs.

Planning

Getting it Right for Me plans (GIRFMe) enable staff to plan effectively for children and young people with Additional Support Needs.

Some children and young people may require significant support from education and at least one other agency, such as health, social work and/or voluntary agency to help them meet their learning targets. Where this support requires a high level of co-ordination the opening of a Co-ordinated Support Plan (CSP) may be considered.

A CSP may be initiated by the school or another agency. Parents and young people can, if they wish, request that a CSP be considered and would be involved in the process. Parents will receive letters from the Education Authority throughout the CSP process. Parents and young people will be invited to take part in multi-agency meetings and their views will be recorded in the plan.

Dispute Resolution

North Lanarkshire Council is committed to resolving any differences of views through discussion, dialogue and building on common ground.

If the matter cannot be resolved with the Education Authority you have the right to request **mediation**. An independent mediation service is available to parents and young people through Resolve (see contact details at the back of this handbook). Mediation is free and independent of the Education Authority.

In the event that a disagreement cannot be resolved through mediation, then an application for **Independent Adjudication** (see contact details at the back of this handbook) can be made by parents free of charge. The Independent Adjudicator will make recommendations to the Education Authority about how the dispute should be resolved.

The Additional Support Needs **Tribunal** has been set up to hear appeals made by parents or young people on the decisions made by the Education Authority relating to Co-ordinated Support Plans, placing requests and post school transition. If you disagree with any decision relating to your child's Co-ordinated Support Plan, either the creation of a CSP, or the content of it, you may be entitled to refer to the Tribunal.



School Uniform

All North Lanarkshire schools must have a dress code which encourages pupils to dress in a way which is appropriate to attendance at school. This dress code must not lead to direct or indirect discrimination on the grounds of race, religion, gender or disability. Prior to drawing up the dress code the parents, pupils and staff were fully consulted. It is the expectation of the education authority that parents will be keen to support the dress code and written agreement may be sought.

Dress Code Requirements are as follows:

- black blazer with school badge
- white shirt/blouse with appropriate school tie (S1 - S4 tie or S5 - S6 tie)
- black formal trousers/skirt (no leggings or joggers)
- black pullover/cardigan
- black shoes

For Physical Education:

- Training Shoes (change from outdoor footwear)
- Black jogging (tracksuit) bottoms or black shorts
- House T-shirt

Clothing which is unacceptable in school under any circumstances would include items which:

- ◆ could potentially encourage factions (e.g. football colours)
- ◆ could cause offence (e.g. anti-religious symbolism or political slogans)
- ◆ could cause health and safety difficulties such as loose fitting clothing, dangling earrings and other potentially dangerous jewellery
- ◆ are of flammable materials which may be a danger in certain classes (e.g. shell suits)
- ◆ could cause damage to flooring
- ◆ carry advertising in particular for alcohol or tobacco, and
- ◆ could be used to inflict damage on other pupils or to be used by others to do so



Parents in receipt of a grant for footwear and clothing from the council will be encouraged to purchase items which are in accordance with the school dress code. Approval of any requests for such grants in other circumstances are at the discretion of the director of education. Information and application forms may be obtained from any school or area office. **Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seeker's Allowance (income based), Employment & Support Allowance (income related), Universal Credit (with an income below £610 per month), housing benefit, council tax rebate.**



Whilst in general terms it would not normally be the policy of the authority to exclude a pupil from school solely on the basis of his/her dress, persistent refusal to respond to a reasonable dress code might be deemed to be a serious challenge to the Headteacher's authority and be detrimental to the well-being of the whole school community. In such circumstances a Headteacher could justify the use of the school discipline procedure.

The council wishes to minimise claims arising from the loss of pupils' clothing and/or personal belongings. Parents are asked to assist in this area by ensuring that valuable items and unnecessarily expensive items of clothing are not brought to school. Parents should note that any claims submitted to cover the loss of such things are likely to be met only where the authority can be shown to have been negligent.



Homework

The school believes that homework should be an important and integral part of the pupil's school experience. The school wishes to encourage the view that an acceptance by pupils of responsibility for their work is a vital part of life and study skills. By a positive encouragement of this attitude we would wish to develop in the pupil an awareness that a proper respect for the discipline of private study will provide a good foundation when the pupil leaves school and undertakes further education.

All pupils are issued with a Student Planner in which work set by departments should be noted. Planners are regularly examined by staff and parents are also encouraged to check them to see that homework is being completed on time.

The amount of homework will vary from year group to year group, from subject to subject, from ability group to ability group and from time to time during the session. Moreover there are occasions when different pupils in the same class will have different homework to meet their own particular needs and circumstances.

It is difficult to give very definite guidelines as to the amount of time which a pupil spends on homework. However as pupils progress through the school, they can expect the time they require to

devote to homework to increase accordingly. The increased expectation of private home study from Fifth and Sixth Year students is a reflection of the way in which the school expects these senior students to develop a greater responsibility for their own education and learning.

Recent evidence has shown that parents getting involved in their children's homework can help raise their achievement in school. The following are some suggestions on how parents can help:

- ◆ ask your child regularly if they have any homework to do - the answer should almost always be 'yes'
- ◆ check their student planner regularly
- ◆ talk about homework with them. Encourage them to present it neatly
- ◆ ask to see homework when it is done
- ◆ encourage your child to discuss any homework problems with their teacher
- ◆ contact their Pupil Support teacher if you have worries about any aspect of your child's homework
- ◆ encourage your child to attend homework classes or other classes on offer as part of our 'Out of School Hours Learning' programme

If the school and parents work together we can help all our pupils to always produce their best possible work at home and in school and to achieve as much as they can at all times.

Promoting Positive Behaviour

An emphasis on encouraging and promoting **Positive Behaviour** is a major priority at Calderhead High School. In seeking to ensure that all pupils fulfil their personal, social and academic potential, we encourage and value good behaviour so that all pupils can feel safe and do their best. We recognise that good behaviour leads to good learning and helps to maximise the attainment of all pupils. It is vitally important for **all** pupils to be encouraged to follow a well thought out code of behaviour:

PUPIL BEHAVIOUR CODE

As pupils at Calderhead High School we should always:

- ◆ Take responsibility for books etc. and carry these in a bag
- ◆ Behave in a quiet, orderly fashion
- ◆ Act with respect towards other pupils, staff and visitors
- ◆ Arrive at school punctually and be on time for all classes
- ◆ Take good care of equipment, property and the school environment
- ◆ Act in a safe manner
- ◆ Come equipped and prepared for work for all classes
- ◆ Attempt to complete all work set by class teachers
- ◆ Observe the school's code on pupil dress

SUPERVISION

During non-class times, pupils have access to the social dining area, which is supervised by staff and prefects. Prefects are also on supervision duty throughout the school building during social times. An adult presence is provided in playgrounds at break times in terms of the Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990.



Extra Curricular Activities and Community Involvement

Outwith the daily school curriculum, a wide range of activities of a social and educational nature is offered to pupils at Calderhead High School. Every pupil will have plenty of opportunities to participate during their years in the school. Pupils get great pleasure and enjoyment from participating in these extra-curricular activities and the school encourages pupils to become involved in them.

Excursions abroad are organised by various teachers on an annual basis. A firm fixture in the school calendar each year is the Maths trip to Disneyland Paris, where pupils study the mathematical concepts behind the 'imagineering' of Disney.

Residential excursions to the Loch Eil Outward Bound Centre have taken place over a number of years under the leadership of the school Outward Bound Coordinator, and accompanied by a range of staff volunteers.

There are increasing opportunities for young people to participate in stage productions, through both school and community shows which take place in our purpose build auditorium.



Outward Bound

Supported Study for pupils, particularly in S4, 5 and 6 regularly takes place in a variety of subjects. In addition, an Easter School is offered in preparation for SQA national examinations, and a Summer School event takes place each year for our new S1 pupils.

As a school at the centre of our local community, we work alongside community groups in a wide range of environmental and local design projects, and pupils benefit greatly from working with others outwith a normal school setting.



Children in Need is a major event in the charity and fundraising calendar for our young people each year. The day is organised in its entirety by senior pupils who think of innovative and fun ways of raising funds.



We are proud to support St Andrew's Hospice as one of our official business partnerships and our Hospice Ambassadors play a great role in publicising the work of the hospice. The St Andrew's Day Coffee morning is always a popular event in the school calendar and funds raised are donated to the Hospice. This is in addition to funds raised through participation in The Ben Nevis Challenge, Tinto Hill Climb and 6K Fun Run at Strathclyde Park.



Outward Bound



Malawi



CERN

The school approach to Bullying

POLICY

Bullying, both verbal and physical, will not be tolerated within Calderhead High School.

It is everyone's responsibility to prevent it happening and with this in mind the school has laid down the following guidelines. The school will react firmly and promptly where bullying is identified. There are a range of sanctions available to staff depending on the perceived seriousness of the situation. Some of these include:

- (a) Discussions with parents and children
- (b) Referral to senior staff
- (c) Withdrawal from favourite activities
- (d) Exclusion from school
- (e) Referral to the police

THE SCHOOL WILL:

- ◆ Support children who are being bullied and protect them from further abuse
- ◆ Through restorative practices help bullies to understand the impact of their behaviour and support them as they change that behaviour
- ◆ Take bullying seriously and find out the facts of any incident
 - a) Meet those concerned individually
 - b) Meet with those concerned and use restorative practice techniques to resolve the situation
 - c) Use peer group pressure to actively discourage bullying
 - d) Break up bully groups where it seems necessary
 - e) Involve parents/carers at an early stage
 - f) Help children develop positive strategies and assertion
 - g) Seek the support of senior pupils in dealing with bullies and their motives
- ◆ Be equally concerned about bullying to and from school
- ◆ Record incidents of bullying in a consistent way that allows for monitoring of behaviour
- ◆ Include 'bullying' as a theme in PSHE programmes for pupils at appropriate stages
- ◆ Request help from the school's Educational Psychologist where necessary
- ◆ Involve the police where necessary

PARENTS/CARERS

- ◆ It is always a good idea to take an active interest in your child's social life and chat about friends and their activities in and out of school. As well as keeping up to date with your child's friendships you may well learn of disagreements or difficulties.

- ◆ Watch for signs of distress in your children. There could be an unwillingness to attend school, headaches, stomach aches, etc. Personal belongings going missing. Request for extra pocket money. There are many reasons why your child may be unsettled at school, bullying is always a possibility.
- ◆ If you think the child is being bullied, inform the school immediately and ask for an interview with the member of the Pupil Support staff responsible for your child. If you are dissatisfied with the outcome, request an interview with the Depute Headteacher for your child's year group. If you are still dissatisfied, speak to the Headteacher about your problem.
- ◆ **Remember, it is everyone's responsibility and allow the school sufficient time to investigate the problems - bullying can be complex and difficult to solve. All reports will of course be investigated urgently.**

PUPILS: IF YOU ARE BEING BULLIED:

- ◆ Try not to show that you are upset - this is difficult
- ◆ Try to ignore the bully
- ◆ Walk quickly and confidently - even if you don't feel that way inside
- ◆ Try being assertive - tell the bully to leave you alone
- ◆ Avoid being alone in places where bullying happens
- ◆ If you are in danger, get away
- ◆ Tell your Pupil Support Teacher as soon as possible. This can be done quietly without others knowing. You may prefer to tell senior pupils, who will then speak to your Pupil Support Teacher immediately on your behalf
- ◆ If you are in S1 you can tell your Buddy. They will offer advice and support and speak with your Pupil Support Teacher immediately on your behalf.

YOU CAN HELP STOP BULLYING:

- ◆ Don't stand by and watch - fetch help
- ◆ Show that you and your friends disapprove
- ◆ Give sympathy and support to children who may be bullied
- ◆ Be careful about teasing or personal remarks - imagine how you might feel
- ◆ If you know of any bullying, tell your Pupil Support Teacher or if you prefer a senior pupil. It is not telling tales, the victim may be too scared or lonely to tell.

CYBER BULLYING AND MISUSE OF CAMERA PHONES

The development of mobile ICT technologies has resulted in major benefits both in education and in wider society. However, the misuse of camera and video phone technologies by pupils has also been

reported. Cases have been highlighted of pupils and staff being subject to harassment, humiliation, bullying and violence.

The misuse of mobile technologies which involves distress to others, the invasion of privacy, the circulation of libellous or pornographic materials, of the photography of others without their permission is both unacceptable and likely to be illegal.

BEHAVIOUR AND DISCIPLINE

In instances when a member of staff feels that the mobile/camera phone has been used inappropriately or may contain unacceptable material the phone will be confiscated and returned after parental involvement, or for release to the police.

In an attempt to reduce text bullying and disruption of lessons, parents/carers are asked to encourage their children to leave their mobile phones at home. The school campus is generally safe and formal contact with parents is readily available.

Parents/carers should monitor their children's use of mobile technology and be aware of text bullying and unacceptable messages being posted on web sites.

Pupils are advised not to give out their mobile phone number to reduce the risk of cyber bullying.

NOTE:

The school policy on bullying will be reviewed periodically in the light of changing circumstances.

This will be done after consultation with pupils, parents/carers, the Parent Council and external agencies working in partnership with Calderhead High School.

MVP School

We are very proud to have been a pioneering MVP in Scotland and have continued to develop the philosophy within Calderhead High School.

John Carnochan, Police Chief Superintendent, helped set up the Violence Reduction Unit, a Scottish multi agency task force. In his book "conviction" he states on page 93



"Working with the National body Education Scotland the VRU established MVP in several schools. The programme aims to develop positive relationships and create an inclusive culture in schools which proactively prevents and deals with all types of bullying behaviour. For example, MVP uses a creative bystander approach to challenge bullying behaviour such as sexting, dating violence

and sexual harassment. The MVP programmes does not identify individuals as perpetrators or victims but as empowered bystanders who can support their friends and classmates. It also trains High School mentors to deliver peer to peer sessions to younger pupils in the school."



THE SCHOOL IN THE COMMUNITY

The school is very conscious of its role as part of our community. We have links with the local churches in both Shotts and Harthill. Senior pupils are involved in work experience, locally and beyond. All pupils have many opportunities to be involved in a wide range of fundraising initiatives for charities. The school has recently entered into a formal business partnership agreement with St. Andrew's Hospice which will be mutually beneficial over the coming years.

Our Home/School Partnership Officer, Mrs Elaine Byrne is based within the school and she works as an integral part of our Pupil Support Team. Her role is to work with parents and pupils of the school.

- to promote positive partnerships between the school, home and community
- to tailor programmes to suit the needs of the young people and their families
- to work with small groups to enhance their learning through alternative programmes such as the Duke of Edinburgh Award Scheme and after school activities
- to make home visits
- to work with partnership primaries to support the transition to secondary

Attendance at School

Section 30 of the 1980 Education Act places a duty on every parent of a child of 'school age' to ensure that their child attends school regularly. Attendance must be recorded twice a day, morning and afternoon.

Regulation 7 of the Education (School and Placing Information) (Scotland) Amendment, Etc, Regulations 1993 requires each child's absence from school to be recorded in the school register as authorised or unauthorised: as defined by the Scottish Government.



At the start of each school session, parents will be asked to provide contact details including at least one emergency contact number. Parents are required to inform the school if these contact details change during the course of the school year.

Parents and carers are asked to inform the school if a pupil is unable to attend from the start of the school day on the first day of absence. Failure to do so will result in school staff accessing all contact numbers provided for the school. In the interest of child safety the police will be contacted if all attempts to locate the child have been exhausted. Parents/guardians should be asked to inform the school by letter or telephone if their child is likely to be absent for some time, and to give the child a note on his or her return to school, confirming the reason for absence.

Family Holidays During Term Time

Every effort should be made to avoid family holidays during term time as this both disrupts the child's education and reduces learning time. Parents/guardians should inform the school by letter of the dates before going on holiday.

Absences will be classified as authorised only in exceptional circumstances. Such circumstances may include:

- A family holiday judged to be important to the wellbeing and cohesion of the family, following serious or terminal illness, bereavement or other traumatic events.

A family holiday classified under the 'authorised absence' category will not include such reasons as:

- The availability of cheap holidays
- The availability of desired accommodation
- Poor weather experience during school holidays
- Holidays which overlap the beginning or end of term
- Parental difficulty obtaining leave (except in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences)

Family holidays with the above similar characteristics will be classified as **unauthorised absence**. Where the Headteacher's prior agreement has not been sought the absence will automatically be classed as unauthorised.

Extended Leave with Parental Consent

Where most family holidays will be recorded as unauthorised absence (see above) extended leave with parental consent will not be considered the same as a family holiday. Leave in such circumstances will be authorised under circumstances such as:

- Extended overseas educational trips not organised by the school
- Short-term parental placement abroad
- Family returning to its country of origin (to care for a relative, or for cultural reasons)
- Leave in relation to the children of travelling families

Exceptional Domestic Circumstances

Parents may request permission for such leave in writing and the school may authorise such requests under the following circumstances:

- The period immediately after an accident or illness
- A period of serious or critical illness of a close relative

- A domestic crisis which causes serious disruption to the family home, causing temporary relocation

It should be emphasised that the school investigates unexplained absence, and that the authority has the power to write to, interview or prosecute parents, or to refer pupils to the Reporter of the Children's Hearings if necessary.

Education Maintenance Allowances

Students who have reached the statutory school leaving age of 16 may be eligible for an Education Maintenance Allowance (EMA) to enable them to remain at school. In session 2020-21 students who are born before 1 March 2005 will be eligible to apply for an EMA.

The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid through the year. The following notes will be helpful in giving information about the EMA Guidelines

Eligibility: All applications are individually assessed, the income used as the basis of the assessment is the gross income for the preceding financial year. The EMA guidelines explain the criteria which must be met in order to be eligible for an EMA and the rules which must be adhered to for the EMA to be paid throughout the year. The income thresholds used in assessing applications in session 2019-2020 are as shown below. These levels may be subject to change in session 2020-2021.

- For applicants in single student households - £30 per week is paid where the income is up to £24,421; Where the income is above that level no award will be made.
- For applicants in multiple student households - £30 per week is paid where the income is up to £26,884; Where the income is above that level no award will be made.

Attendance and Punctuality: Students must have 100% attendance each week. If there are any absences, these must be covered by a parental letter to the register teacher stating the reason for the absence. Where a student is absent through illness, a medical certificate must be submitted to cover the absence. Self-certification forms are accepted for a maximum of 5 days in the academic session. Any illness which would take a pupil over the total of 5 days' self-certification requires the submission of a medical certificate. Both certificates must be issued within 14 days of absence. Certificates issued more than 14 days after the absence must be accompanied by a letter explaining why they are backdated.

Holidays taken during term time will not be used in recalculating attendance.

If a student is late in coming to school on 5 occasions then they will receive a letter stating that any future latecomings could result in their EMA being stopped.

Application Forms: Application forms, EMA guidelines and information leaflets are sent to all secondary schools in North Lanarkshire in June each year. The school is also given a number of posters and DVD's publicising the scheme and advertising the availability of forms.

Students who may be eligible for an EMA should obtain an application form and guidance document from the school. **Application forms and guidance notes are available from Schools, Municipal Buildings and First Stop Shops or they may be downloaded from the North Lanarkshire Council Website.**

Students who are eligible for EMA for the full academic session should apply as early as early as possible. Students who are eligible for an EMA from January to June should apply from November. Any student who is unsure whether they meet the criteria for Education Maintenance Allowances should contact the EMA Section for advice.

Medical and Health Care

Parental Responsibility -

Parents are asked to complete a confidential medical form at the beginning of each session.

It is essential that parents inform the school of -

- **any** medical condition from which their child suffers
- **any** daily medical treatment the child may require e.g. tablets and protocol for treatment.
- **any** activities which, on medical advice, parents feel their child should not be involved in at school.

Parents also have a responsibility to check the expiry dates on medication that we hold for their child and to replenish as required. It is important that parents ensure that their child has the correct medication with them on a school trip.

Vaccinations

- The human papillomavirus (HPV) vaccine helps protect against cervical cancer. The HPV vaccine is currently offered to girls from age 11 years at secondary schools across Scotland.
- Pupils will receive, on having returned a consent form, a booster inoculation for diphtheria, tetanus and polio. As well as the MenACWY vaccine which will give protection against infections caused by bacteria from four meningococcal groups (A, C, W and Y).

ACCIDENT OR ILLNESS AT SCHOOL

The school has a clearly defined procedure to follow in cases of accident or serious illness. Every effort will be made to contact the parent or guardian as quickly as possible, therefore **contact details must be up to date and accurate**. Action considered to be in the pupil's best interests will be taken, including, where appropriate, contacting the emergency services.

Parents are asked to note that the school **does not** have the services of a qualified nurse on the premises. Medical diagnosis is **not** the prerogative of any member of staff. Any case which appears at all serious will therefore be referred **outwith** the school for an immediate professional opinion.



Meals

A cafeteria operates at the following times:

8.15 am - 8.55 am (Breakfasts)

10.35 am - 10.50 am (Snacks)

12.30 pm - 1.15 pm (Lunches)

A healthy eating diet is encouraged. Given notice, provision for pupils on special diets can be made e.g. coeliac disease, diabetes, food allergy or intolerance. A medically prescribed diet form must be completed by the child's Registered Dietician or General Practitioner. Provision is made in the cafeteria for pupils who bring their own packed lunches.

In the cafeteria, a "cashless payment" system operates. Pupils are issued with their own personal swipe card to pay for meals. Money can be credited to these cards by using "top up" machines in the school. Pupils entitled to free meals will automatically have the value of a meal placed on their card. Extra money can be placed on their card to purchase more food.

Children of parents receiving Income Support, Job Seekers Allowance (income based) are entitled to a lunch without charge. Information and application forms for free school lunches may be obtained from schools, First Stop Shops and Municipal Buildings, Coatbridge. Students aged between 16 and 18 and who are in receipt of any qualifying benefits can apply for free school meals in their own right.

Parents are entitled to receive a clothing grant if they are in receipt of any of the following benefits: Income Support, Job Seekers Allowance (income based), Employment & Support Allowance (income related), housing benefit, council tax rebate.

Free milk is not provided for secondary pupils, however may be purchased at the times listed above.

Pupils who wish to bring packed lunches are encouraged to do so and these can be eaten in the cafeteria/social dining area. In line with North Lanarkshire's Health Promotion and the national 'Beyond the School Gate' frameworks, pupils who choose to use a local food outlet are not permitted to eat 'takeaway' food in the school cafeteria area.



GENERAL POLICY ON TRANSPORT

The Council has a policy of providing free transport to secondary pupils who live more than two miles by the recognised shortest walking route from their local school. This policy is more generous than the law requires. This means that the provision of transport could be reviewed at any time. Parents who consider they are eligible should obtain an application form from the school or the education department. These forms should be completed and returned **before the end of February for those pupils beginning the school in August** to enable the appropriate arrangements to be made.

Applications may be submitted at any time throughout the year but may be subject to delay whilst arrangements are made. There is discretion in certain circumstances to grant privilege transport for pupils to travel in transport provided by the authority where spare places are available and no additional costs are incurred.

PICK-UP POINTS

Where free transport is provided it may be necessary for pupils to walk a certain distance to the vehicle pick-up point. Walking distance in total, including the distance from home to the pickup point and from the drop-off point to the school in any one direction, will not exceed the authority's limits (see above paragraph).

It is the parent's responsibility to ensure their child arrives at the pick-up point in time. It is also the parent's responsibility to ensure the child behaves in a safe and acceptable manner while boarding, travelling in and alighting from the vehicle. Misbehaviour could result in your child losing the right to free transport.

ATTENDANCE AT OTHER CENTRES

Some Calderhead pupils may be in attendance at another education centre for part of the week. In such cases, transportation between Calderhead High School and the second centre may be by private contractor or by public transport. In either case, the cost will be met in full by the Council.

PLACING REQUEST

The Council does not provide transport for those pupils in receipt of a placing request other than in exceptional circumstances.

TRANSPORT TO AND FROM THE SCHOOL

Calderhead High School admits pupils from a scattered community - many of our pupils travelling from Allanton, Harthill, Hartwood, Torbothie, Springhill and HM Prison.

Special conveyance is arranged for pupils who live in:

Allanton – Kenny Baker

Eastfield – KC Transport

Harthill – Kenny Baker

Hartwood - Greenbank Travel

HM Prison - Greenbank Travel

Torbothie & Springhill – JMB Travel

Parents may obtain details of these services by contacting the school.

General Data Protection Regulations (GDPR) Statement for Education

What is this statement?

This statement explains when and why we collect personal information about you, your child or young person and how this information is used, the conditions under which it may be disclosed to others and how it is kept secure.

Who are we?

North Lanarkshire Council is a Local Authority established under the Local Government etc. (Scotland) Act 1994. Education, and Families is located in Kildonan Street, Coatbridge ML5 3BT.

Why do we need your personal information and that of your child or young person?

The Council has a legal obligation to deliver an effective education service to all children and young people in North Lanarkshire. In order to do this we need to collect personal information about children, young people and their families so that we can help them to learn and keep them safe.

Legal basis for using your information

We provide this service as part of our statutory function as your Local Authority. Processing your personal information is necessary for the performance of a task carried out in the public interest by the Council. If the information we have asked for is not provided, then we will not be able to provide this service to your child or young person.

Your personal information

Education uses the national IT system, SEEMiS, to store personal information electronically. We ask parents/carers during registration and enrolment to provide us with their child's name, date of birth, gender, address, family contact details (phone/email). We will also ask you to update this information annually.

We may also ask you for information about medical conditions, additional support needs, religion, and ethnicity. We may also record information you might wish to provide about your family circumstances.

We require this information to ensure children and young people are educated appropriately, supported, and that we take account of their health and wellbeing.

During a child's journey through education a pupil's record is kept, this core record is mainly paper based and is stored securely in the child or young person's establishment. If the establishment has requested assistance from educational staff outwith the nursery or school, key staff from these services may also store information securely about your child or young person.

How will we use this information?

Your personal information will be used:

- to enrol your child or young person in nursery or school
- to provide your child or young person with an appropriate education

- for teaching, assessment and planning purposes and to monitor educational progress of children and young people
- to support pupil learning, improve outcomes and identify where additional support is needed to help children and young people
- to provide appropriate pastoral care to support health and wellbeing of children and young people
- to keep children and young people safe
- to maintain records e.g. of attendance, absence, attainment and behaviour of children and young people (including exclusions)
- to support children and young people during transitions when moving on each year from nursery to primary, primary to secondary and when they move or leave school
- to enable schools and establishments to process personal data in support of SQA and Further Education
- to allow us to process Education Maintenance Allowance (EMA) applications
- to monitor and report on pupil attainment and achievement in relation to the national improvement framework issued by the Scottish Government
- to assure the quality of our education services in line with national expectations from Education Scotland
- when we require to contact you by post, email, telephone or text.

Who do we share information with?

To support your child or young person's access to appropriate education and meet our legal obligations, personal information may be shared internally between Services of the Council. From time to time, education staff may also need to share information about you, your child or young person with another person from another agency or service, e.g. Social Work, Health.

We also share information with Scottish Government and bodies such as Education Scotland, Scottish Qualifications Authority, Skills Development Scotland and other organisations that support children and young people's learning.

When a child or young person moves or transfers to another school the Council has an obligation to pass on information with regards to pupil records to the new school.

Only identified staff and those who require to have the information to enable them to carry out their job, will have access to you, your child or young person's information. We care about the information we hold in respect to the education of children and young people. We will keep this information safe and secure.

How long do we keep your information for?

We only keep personal information for the minimum period of time necessary. Sometimes this is set out in law, but in most cases it is based on what we need to fulfil our function. We maintain a 'records retention and disposal schedule' which sets out how long we hold different types of information for. You can

View this on our website at our website at
<http://www.northlanarkshire.gov.uk/index.aspx?articleid=15003> or you can request a
 hardcopy of this from Education, and Families, Kildonan Street, Coatbridge ML5 3BT.

Your rights under GDPR

You can:

- Request access to your information – you have the right to request a copy of the personal information that we hold about you, your child or young person. You can ask us to confirm what personal information is being used and with whom it has been shared with.
- Request a correction to your information – we want to make sure that all personal information is accurate, complete and up to date. Therefore you may ask us to correct any personal information that you believe does not meet these standards.
- Request the restriction of processing – this enables you to ask us to suspend the processing of personal information about you, your child or young person, for example if you want us to establish its accuracy or clarify the reason for processing it.
- Request the transfer – you can request the transfer of your information to another party.
- Deletion of your information – you have the right to ask us to delete personal information about you, your child or young person where:
 - you think that we no longer need to hold the information for the purposes for which it was originally obtained
 - you have a genuine objection to our use of personal information.
 - or, use of personal information is contrary to law or our legal obligations.

If you wish to update any personal information, retrieve it, or have it removed from records please contact your child or young person's Headteacher or head of establishment in the first instance.

The Council's Data Protection Officer
If you have any questions or are unhappy about the way that we use the personal information of your child, young person or yourself you can contact the Data Protection Officer.
Data Protection Officer (DPO)
Civic Centre,
Windmillhill Street,
Motherwell ML1 1AB
or by email to AITeam@northlan.gov.uk

The Information Commissioner
You also have the right to complain to the Information Commissioner about the way the Council has handled your rights, to enquire about any exercise of these rights or to complain about the way the Council has dealt with your rights (or any other aspect of data protection law).

Information Commissioner's Office,
45 Melville Street,
Edinburgh, EH3 7HL
or by e-mail to
casework@ico.org.uk

TRANSFERRING EDUCATIONAL DATA ABOUT PUPILS

Education authorities and the Scottish Government Education Portfolio (SGEP) have collected data about pupils on paper forms for many years. We are now working together to transfer data electronically through the ScotXed programme.

What pupil data will be collected and transferred?

The data collected and transferred covers areas such as date of birth, postcode, registration for free-school meals, whether a pupil is looked after by his/her local authority, additional support needs including disability, attendance, absence and exclusions from school. Pupil names and addresses are collected by the school and the council but they are not passed to SGEP. The postcode is the only part of the address that is transferred. Data is held securely and no information on individual pupils can be published by SGEP

Providing national identity and ethnic background data is entirely voluntary. You can choose the 'not disclosed' option if you do not want to provide this data. However, we hope that the explanations contained in this message and on our website will help you understand the importance of providing the data.

Why do we need your data?

In order to make the best decisions about how to improve our education service, SGEP and education authorities need accurate, up-to-date data about our pupils. We are keen to help all our pupils do well in all aspects of school life and achieve better exam results. Accurate and up-to-date data allows SGEP, education authorities and schools to:

- plan and deliver better policies for the benefit of all pupils.
- plan and deliver better policies for the benefit of specific groups of pupils.
- better understand some of the factors that influence pupil attainment and achievement.
- target resources better.

Your GDPR rights

The collection, transfer, processing and sharing of ScotXed data is done in accordance with the GDPR. We also comply with the National Statistics Code of Practice requirements and other legislation related to safeguarding the confidentiality of data. GDPR gives you the right to know how

we will use your data. This message can give only a brief description of how we use data. Fuller details of the uses of pupil data can be found on the ScotXed website (www.scotxed.net).

SGEP works with a range of partners including Education Scotland and the Scottish Qualifications Authority. On occasion, we will make individual data available to partners and also academic institutions to carry out research and statistical analysis. In addition, we will provide our partners with information they need in order to fulfil their official responsibilities. Any sharing of data will be done under the strict control and prior agreement of the Data Access Panel in SGEP, which will ensure that no subject specific data will be made public as a result of the data sharing and that such data will not be used to take any actions in respect of an individual.

Further details are available on

<https://www2.gov.scot/Topics/Statistics/ScotXed/PrivacyInformation>

Concerns

If you have any concerns about the ScotXed data collections you can email school.stats@scotland.gsi.gov.uk or write to The ScotXed Support Office, SGEP, Area 1B, Victoria Quay, Leith, EH6 6QQ. Alternative versions of this page are available, on request from the ScotXed Support Office, in other languages, audio tape, braille and large print.

Want more information?

Further details about ScotXed data exchanges are available on the ScotXed website, <https://www2.gov.scot/topics/statistics/ScotXed>.

Child Protection

Every adult in Scotland has a role in ensuring all our children and young people are safe and protected from harm at all times and in all situations.

The Headteacher is responsible for the school's actions in response to Child Protection concerns.

If there are any Child Protection concerns the Headteacher or the Child Protection Co-ordinator will follow North Lanarkshire Child Protection Procedures and Guidelines.

The Child Protection Co-ordinator is Ms M Darragh, Depute Headteacher

Telephone number: 01501 826701

FREEDOM OF INFORMATION

Freedom of Information (Scotland) Act 2002 came into force in 2005. The Act allows anyone to ask for information held by the Council and imposes a time-scale of 20 working days for the Council to respond. To deal with Freedom of Information requests, the Council has appointed a Corporate Freedom of Information Officer with the support of an officer in each Service. The Freedom of Information Coordinator can be contacted by telephone on 01698 302484

INFORMATION IN EMERGENCIES

We make every effort to maintain a full educational service, but on some occasions circumstances arise which lead to disruption. Schools may be affected by, for example, severe interruption of transport, power failures or difficulties of fuel supply. In such cases we shall do all we can to let you know about the details of closure or re-opening. We shall keep you in touch by using letter, notices

in local shops and community centres, announcements in local churches and announcements in the press and on local radio, on the NLC website and on Twitter.

THE PARENT FORUM AND THE PARENT COUNCIL

As a parent of a child at this school you are automatically a member of the Parent Forum, which is composed of all the parents and carers of children at the school.

As a member of the Parent Forum you can expect to:

- get information about what your child is learning
- get information about events and activities at the school
- get advice/help on how you can support your child's learning
- be told about opportunities to be involved in the school
- have a say in selecting a Parent Council to work on behalf of all parents at the school
- be invited to identify issues for the Parent Council to work on with the school.

Parent Councils came into force on 1st August 2007 and are composed of parent, staff and co-opted members with the Headteacher as professional adviser. The Parent Council's rights and duties include:

- supporting the work of the school;
- representing the views of parents;
- consulting with parents and reporting back to the Parent Forum on matters of interest; promoting contact between the school, parents, pupils and the wider community;
- fundraising;
- taking part in the selection of senior promoted staff
- receiving reports from the Headteacher and Education Authority;
- receiving an annual budget for administration, training and other expenses
- improving home school partnership and facilitating parental involvement

Members of Parent Councils, on a voluntary basis, may also have an advisory role in decisions on placing requests by parents in respect of those situations where the number of placing requests for a particular school or for a particular stage in a particular school exceeds the number of places available.

The Calderhead High School Parent Council presently consists of:
10 Parent Members, 2 School Staff Members, Headteacher (as an adviser)

Members

Mrs A MacPhee (parent), Chairperson
Mrs C Whyte (parent),
Mr G Muir (parent)
Mrs S Duncanson (parent), Secretary
Mrs C Campbell (parent)
Mrs L Prentice (parent)
Mr J Robertson (Headteacher), Adviser
Mrs J Hayburn (parent)
Krystie Connor (co-opted)

The Parent Council will be selected for a period of two years, after which members may put themselves forward for re-selection if they wish. Any parents of a child at the school can volunteer to be a member of the Parent Council. In the event that the number of volunteers exceeds the number of places set out in the constitution members will be selected by choosing a parent/parents from each year group.

The Headteacher has a right and duty to attend all meetings of the Parent Council. Meetings of the Parent Council are open to members of the public.

Pupil Council

The school has a Pupil council which comprises 2 pupils from each of year groups S1-6, who are democratically elected by their peers. The Pupil Council meets regularly with the school's Home School Partnership Officer and the Headteacher. The yearly plan and meeting agendas are set by the pupils in response to 'pupil voice'. At the beginning of each school session, pupil council members attend leadership training.



House System

There are four Houses at Calderhead: Burns, Fleming, Lochhead and Wallace. Every pupil in the school is a member of one of the Houses.

A Member of the Pupil Support staff is 'attached' to each house:

Burns: Mrs Buchanan

Fleming: Mrs Horn

Lochhead: Mr Russell

Wallace: Mrs Ward/Mrs Phee

Each House has its own colour/tartan:

Burns: Yellow

Fleming: Blue

Lochhead: Purple

Wallace: Red

Each House has its own House Captain, who will be elected by pupils and teachers in a ballot style vote.



At the start of each session every pupil is issued with a house badge, which should be worn on the lapel of their blazer.

Every pupil will be expected to wear a t-shirt with the corresponding House colour when they attend PE.

Each session there will be a House Shield presented to the pupil from each House who has done the most for their House in the school and the community. This can be from gaining the most merits, performing well in extra-curricular activities, achieving well in a club that you attend etc.

There will be a variety of House competitions and events held throughout the session, including House Quiz, Cross Country etc. culminating in the House Cup being presented to the winning House at the Awards' Ceremony in June.

So, take a pride in your House - represent it to the best of your ability, look out for other pupil members and make it the best House in the school!



Important Addresses

Derek Brown,
Executive Director
Education and Families
Civic Centre
Windmillhill Street
Motherwell
ML1 1TW

Mr Des Murray
Chief Executive
North Lanarkshire Council
Civic Centre
Windmillhill Street
Motherwell
ML1 1TW

Head of Service: Mrs Janie O'Neil

Education Manager: Mrs Jacqueline Burton

Cluster Improvement and Integration Lead: Ms Gillian Goldie GoldieG@northlan.gov.uk

Local Councillors:

Mr Martin McCulloch	Tel: 01698 302703	Email: mccullochm@northlan.gov.uk
Mr Kenneth Stevenson	Tel: 01698 302667	Email: stevensonk@northlan.gov.uk
Ms Clare Quigley	Tel: 07939280099	Email: Quigleyc@northlan.gov.uk
Mr Peter Kelly	Tel:	Email: KellyPe@northlan.gov.uk

They may be contacted at: North Lanarkshire Council Offices
Civic Centre
Motherwell ML1 1AB

Community Learning and Development Office (01698 274331)
c/o Calderhead High School

Wishaw/Shotts Social Work (Tel 01698 348200)

Kings House
King Street
Wishaw
ML2 8BS

Shotts Health Centre (Tel 01501 822099)

36 Station Road
Shotts
ML7 5DS

Contacts in relation to Support for Learning

Help and advice on any matters relating to Support for Learning can be obtained from

Gillian Platt PlattG@northlan.gov.uk
Gillian can be contacted directly or through Calderhead High.

You can also get more help and advice from:

Enquire – the Scottish advice service for additional support for learning. Operated by Children in Scotland, Enquire offers independent confidential advice and information on additional support for learning. Enquire also provide a range of factsheets

Tel 0845 123 2303

info@enquire.org.uk

www.enquire.org.uk for parents and practitioners

<https://reach.scot/> for children and young people

Resolve

Tel 0131 313 8844 (Independent Adjudicator)

Scottish Independent Advocacy Alliance

Mansfield Traquair Centre

15 Mansfield Place

Edinburgh

EH3 6BB

enquiry@siaa.org.uk

www.siaa.org.uk

Reference to Additional Support Needs Tribunal (Scotland)

ASNTS

Health and Education Chambers

First Tier Tribunal for Scotland

Glasgow Tribunals Centre

20 York Street

Glasgow

G2 8GT

0141 302 5860

www.asntscotland.gov.uk

GLOSSARY OF TECHNICAL TERMS USED IN HANDBOOK

CO-EDUCATIONAL

School which accepts both boys and girls

COMMON COURSE

The subjects taken by all pupils in the same year group

COMPREHENSIVE	School which accepts pupils of all abilities, normally from its surrounding geographical area
CONTINUOUS ASSESSMENT	Testing of performance in a subject at short intervals rather than by one or two main examinations only during the session
CURRICULUM	The range of subjects studied
EXTRA-CURRICULAR ACTIVITIES	Activities provided outwith the normal timetabled day e.g. after school, during the lunch break
MIXED ABILITY	Pupils of wide range of ability taught together as a class; the work of such a group is largely based on individual and group assignments
NON-DENOMINATIONAL	School which accepts all religious persuasions
SHORT COURSES	These are Courses which require 40 hours of study and are certificated by the Scottish Qualifications Authority
SQA	Scottish Qualifications Authority - body responsible for all national examinations
VOCATIONAL COURSE	Course which includes material which might prove useful preparation for employment

Although this information is accurate at time of printing, there could be changes affecting any of the matters dealt with in the document

- Before the commencement or during the course of the school year in question
- In relation to subsequent school years

Education Authorities are required by law to issue a copy of the school handbook to certain parents in December each year. It details the current policies and practices of both the council and the school



Confident



Successful



Responsible



Effective

Calderhead High School

Dyfrig Street

SHOTTS

ML7 4DH

Telephone: 01501 826701

Fax: 01501 822355

Email: enquiries-at-calderhead@northlan.org.uk

Successful Learners Confident Individuals Responsible Citizens Effective Contributors